



School Performance Information 2024

Notre Dame Catholic Primary School is a co-educational school catering for approximately 500 children from Pre-Kindergarten to Year Six. The school came to fruition through the amalgamation of two schools - Notre Dame School, Cloverdale and Holy Name School, Carlisle. The school's motto "Founded on Faith" encompasses the charisms of both the Mercy and Presentation Sisters who established the original schools. The school has strong links to the Parish and is well supported by the parent body through its School Advisory Council and the Parents' and Friends' Association. The school aims to develop the whole child - spiritually, intellectually, emotionally, physically, and socially and works in partnership with the parents to achieve this. The learning program offered at the school aims to address the needs of all students and to provide the broadest range of educational experiences. The staff are regularly engaged in professional learning to assist them in keeping abreast of current educational pedagogies. A comprehensive educational program, which integrates the best of contemporary methodology is provided by the school to students from a diverse range of backgrounds. There is a strong emphasis on Literacy and Numeracy, incorporating intervention and support in both areas of the curriculum for children who require additional assistance. Technology is a focus within the school and is integrated throughout the school curriculum with a 1:1 iPad program from Years One to Six. The school offers a variety of specialist subjects, which include Drama, Makerspace, Science, Music, Italian and Physical Education.

Notre Dame Catholic Primary School is a welcoming school community that maintains a consistently high level of educational achievement and a wide range of engaging opportunities for students and their families. The dedicated

teaching team and support staff work collaboratively to ensure each child receives a rich and broad-based learning experience through both the educational and specialist programs and a range of extra-curricular opportunities.

Our school operates the Notre Dame Outside School Hours Care facility which offers a caring environment for students before school, after school and during school vacations.



TEACHER QUALIFICATIONS

NB: A number of staff members have multiple qualifications

3 Master of Education

22 Bachelor of Education

1 Bachelor of Music Education

1 Bachelor of Arts

1 Graduate Diploma of Music

1 Graduate Diploma of Education

1 Diploma of Teaching

1 Graduate Diploma of Social Science

1 Graduate Certificate of Religious Education



WORKFORCE COMPOSITION

	INDIGENOUS	TEACHING	NON-TEACHING
MALE	0	5	2
FEMALE	0	27	35

STUDENT ATTENDANCE

In 2024 the average attendance of students was 92.48%

2024 SCHOOL YEAR PERCENT PRESENT	
Pre-Primary	92.66%
Year 1	92.56%
Year 2	92.90%
Year 3	92.80%
Year 4	91.30%
Year 5	93.30%
Year 6	91.90%



Non-attendance is followed up in several ways:

- Parents of students who know they will be absent in advance must complete a leave form to signify days that the student will be absent.

- If the school has not been informed of a student's absence, an SMS will be sent to the parents notifying them of their absence.
- Reminder emails/forms are sent out to parents who do not send in an absentee note.
- Follow up is conducted by Administration at various times during each term. Normally a phone call or meeting for parents who do not comply.
- The Principal follows up with the parent to determine the issue. Resolution is determined and acted upon. If a child's attendance falls below 90%, a letter will be sent by the principal requesting details about the child's lack of attendance. Attendance is measured as the number of actual fulltime equivalent student days attended by full-time students in Years One to Six as a percentage of the total number of possible student days. Educational Risk is defined as falling below 90%. Attendance below 90% can be further divided into the categories of:
 - Indicated (80 – 89%)
 - Moderate (60 – 79%)
 - Severe (< 60%)
- Should the parent not address the situation adequately, a meeting will be arranged to discuss support options and appropriate strategies to facilitate more regular attendance. Consultation with outside agencies (CEWA, Department of Education WA), will occur should the above strategies not be effective.



NAPLAN RESULTS 2024

YEAR 3 - NAPLAN RESULTS

YEAR 3 2024	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
LIKE SCHOOLS	420	429	418	425	411
CEWA	403	419	401	404	400
STATE	392	409	395	399	396
AUSTRALIAN MEAN	404	416	401	409	404

SCHOOL MEAN	453	431	439	464	437
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YEAR 5 - NAPLAN RESULTS

YEAR 5 20245	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
LIKE SCHOOLS	504	495	499	504	498
CEWA	492	484	489	493	486
STATE	484	478	485	492	485
AUSTRALIAN MEAN	492	485	486	498	489
SCHOOL MEAN	491	490	503	498	483



SATISFACTION

There is regular communication between the school, parents and students.

Surveys are conducted regularly for students, parents and staff. In 2022, the school participated in the National School Improvement Partnerships (NSI) survey. The responses indicated that a very high majority of the data sources believe that the school meets and exceeds the needs of the students at the school.

It is acknowledged that a significant proportion of new parents who attend our school do so on the recommendation of parents currently within our school.

SCHOOL INCOME

The latest information can be viewed at <http://www.myschool.edu.au>

SCHOOL IMPROVEMENT PLANNING

Catholic Identity

The school's Catholic Identity is strongly reflected in its commitment to the dual Charisms of the Presentation and Mercy traditions, a legacy of its foundation through the amalgamation of two schools. This unique heritage is captured in the phrase "one school, two Charisms", which underpins the school's spiritual ethos.

The Mother Mary Piazza created in the centre of the school grounds, celebrates the Mercy and Presentation Charism journey. This area serves not only as a physical focal point and communal gathering space, but also as a source of spiritual inspiration for the entire school community.

As part of the Staff Induction and Orientation Program, all new staff at Notre Dame Catholic Primary School are introduced to the Charism journey. The program provides an overview of the school's spiritual foundations and includes comprehensive resources on both the Mercy and Presentation orders.

The school now seeks to deepen this spiritual narrative by exploring the connection between First Nations heritage, the mission of the Sisters and the significance of the land on which the school stands. This initiative aims to enrich and foster a boarder understanding of faith, culture and history.

Education

The implementation of teaching and learning programs at the school is guided by CEWA's Vision for Learning. These practices underpin a shared commitment to high quality, evidence-based pedagogy.

The focus on Literacy programs and planning frameworks ensures a consistent and evidence-based delivery of the curriculum throughout the school. In particular, the school has worked towards a whole-school systematic approach to writing instruction through the implementation of the *Talk for Writing* program.

To support this initiative, staff actively engaged in targeted professional learning aimed at building and strengthening their capacity to plan, deliver and assess effective writing instruction. This collaborative effort is designed to establish a comprehensive scope and sequence for writing across the school.

Regular reviews of whole class instruction are conducted through Professional Learning Communities (PLCs), alongside the implementation of targeted interventions to support ongoing student growth through the Brightpath writing assessment tool.

This focus will remain a priority in the coming year as the school deepens its engagement with the *Talk for Writing* approach.

First Nations Education

Aboriginal and Torres Strait Islander Education remains a key focus for our staff, who are committed to embedding meaningful teaching and learning opportunities that support students in developing a deeper understanding of Aboriginal and Torres Strait Islander cultures, values and traditions. Significant ATSI dates and events have been integrated into the school's teaching and learning programs to enhance cultural awareness and engagement.

In 2024, our aim has been to collaborate with the First Nations Education Team at CEWA to plan the overlay of the local Noongar history with the history of the Sisters as part of Notre Dame's Charism Journey. This will continue to be a goal moving into 2025.

National Quality Standards (NQS)

The Early Years Learning Framework (EYLF), Kindergarten Guidelines and the Western Australian Curriculum are used to inform all teaching and learning programs. An area of ongoing development, as highlighted in the National Quality Standard (NQS) Action Plan, is the intentional support of children's agency and interest, enabling them to make choices and decisions that influence the learning and environment.

The school has identified the need to further differentiate learning and embed intentional play-based and inquiry learning approach particularly in relation to Quality Area 1. There is a growing focus on responding to the diverse needs of learners, with particular attention to children in the middle and extension groups. Critical reflection on children's learning and development remains central to practice. These reflections are consistently used to inform the ongoing implementation, review and refinement of programs.

Teacher review in 2024 identified Quality Area 3, specifically *Element 3.2.1- Physical Environment*, as an area for continued focus. The school is now considering how outdoor and indoor learning environments can be better organised and adapted to support the participation of every child and to ensure meaningful engagement in high quality experiences across both built and natural settings.

Community

Staff and Student wellbeing remain a priority at Notre Dame Catholic Primary School. A dedicated Wellness Committee consisting of staff members continues to play an integral role. The committee meets regularly to coordinate a range of wellbeing initiatives for staff and students throughout the year, with particular emphasis during Mental Health Week.

The school also participated in the first two professional development days of the Berry Street Model (BSEM). This evidence-based program provides staff with practical, classroom-based strategies designed to strengthen student teacher relationships and promote strength-based practices across the school.

In addition, the URSTRONG Friendship Program was implemented as a whole school initiative. This program equips teachers with a comprehensive friendship skills curriculum, supporting students to build and sustain healthy relationships, resolve conflict with kindness and develop greater emotional resilience.

Stewardship

Collaborative efforts with the Parents' and Friends' Association and the School Advisory Council continue to play an important role in shaping and supporting the school's future priorities. The school has successfully completed several projects including:

- Installation of library shelving
- Installation of cupboards in the music room
- Turf upgrade on the school oval
- Installation of virtues signage
- Upgrade of Year 6 furniture

Future initiatives include the upgrade of the Kindy play equipment and the refurbishment of furniture in the Year 2 classroom.

The Finance Committee under the leadership of the School Principal and Bursar and with the support of the School Advisory Council, continues to ensure responsible management in alignment with the school's strategic goals.